



ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

DEVELOPING A PRINCIPAL EVALUATION PROCESS

ARIZONA SCHOOL ADMINISTRATORS
SPRING 2012

AS YOU KNOW...

Arizona Revised Statute § 15-203 (A)(38)

The State Board of Education shall...“on or before December 15, 2011 adopt and maintain a *model framework* for a teacher and principal evaluation instrument that includes *quantitative data* on *student academic progress* that accounts for between thirty-three percent and fifty percent of the *evaluation outcomes* and best practices for *professional development* and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in *school year 2012 – 2013*.”

BUT RECENTLY...

Actions by the State Legislature in spring 2012 **augmented** the work of the Task Force and the **previous legislation**. Specific to the role of the principal, the additional legislation requires that:

- The performance classifications for both teachers and principals be adopted by the State Board of Education as: Highly Effective, Effective, Developing and Ineffective.
- **Governing Boards adopt definitions** for the performance classifications, and apply them to the evaluation instrument in a manner designed to improve principal performance; and in public meeting discuss aggregate classifications
- By 2013-14 **policies** developed that **describe**:
 - the **instrument**
 - the **alignment** of pd to the evaluation
 - **incentives** for principals in the **two highest classifications** may include multi year contracts or transfers to schools assigned a “D” or “F” letter grade
 - **transfer and contract processes** be developed for principals designated in the two **lowest classifications**
- Evaluation and classification available for **future hiring purposes**
- Principals (for the evaluation of a teacher) conduct at **least two** actual classroom observations of each certified teacher demonstrating skills in a complete and **uninterrupted lesson**. The observations must be at least **60 days apart**, and the written feedback is provided to the teacher within 10 business days

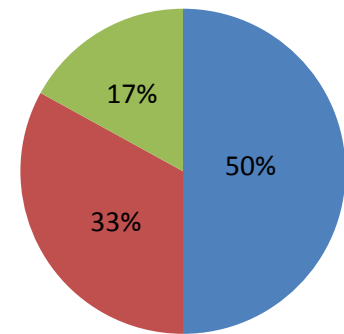
Options for Weighting Principal Evaluations

(though there are others)

The charts represent three options for the weighting of evaluation components for principals:

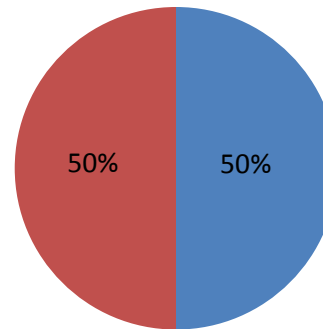
Sample 1: 17% Systems/Program-level/and or Survey Data (green)
33% School-level data (red)
50% Instructional Leadership (blue)

Sample 1 (ADE's Model)



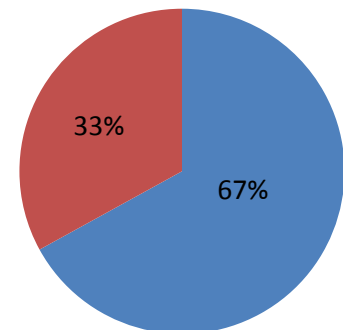
Sample 2: 50% School-level data (red)
50% Instructional Leadership (blue)

Sample 2



Sample 3: 33% School-level data (red)
67% Instructional Leadership (blue)

Sample 3



INSTRUCTIONAL LEADERSHIP – ISLCC STANDARDS -50%

(but other models that encompass these standards/functions are acceptable)

Standard 1

A school administrator is an educational leader who promotes the **success of all students** by facilitating the **development, articulation, implementation** and stewardship of a **vision** of learning that is **shared** and supported by the school community.

Standard 2

A school administrator is an educational leader who promotes the **success of all students** by advocating, nurturing and sustaining a school **culture and instructional program** conducive to **learning and staff professional growth**.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring **management of the organization, operations** and **resources** for a **safe, efficient and effective learning environment**.

Standard 4

A school administrator is an educational leader who promotes the **success of all students** by **collaborating with families and community** members, responding to **diverse community interests and needs**, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the **success of all students** by **acting with integrity, fairness and in an ethical manner**.

Standard 6

A school administrator is an educational leader who promotes the **success of all students** by understanding, responding to and influencing the **larger political, social, economic, legal and cultural context**.

School Level Data – 33%-50%

We recognize the timing for which AIMS results is known is inconsistent with the evaluation cycle of most education personnel.

A minimum of 33% of a principals classification (HE, E, D, IE) will be based on data related to student academic progress. The remaining, up to 17%, can be based on other data related to student academic progress or district goals.

This includes (but not limited to)

- AIMS (aggregate school or grade level results – status and/or growth)
- Standard (aggregate school or grade level results – status and/or growth)
- Benchmark Assessments – status and/or growth
- AP, IB, Cambridge, ACT Quality Core, etc
- AZ LEARNS Profiles – school letter grade
- Survey information from parents, teachers, students
- Subsets of AIMS or others – subgroup, content/skill areas
- Student graduation rate
- DIBELS, AZELLA
- Classroom or grade level student learning objectives
- Other valid and reliable data

(If AIMS data is available it must be included)

WEIGHTING THE COMPONENTS

Simple: 60-40-20

- If 6 **Leadership Standards** = 60 points
Assign points across standards based on data, observations or LEA determination
- If 2 or more **Student Academic Progress** goals = 40 points
Assigned points based on quality of data, alignment, etc
 - If AIMS data is available, it must be used: but can be in conjunction with other data
- What remains is 20 points to distribute to **other school data or survey** information – i.e.
 - additional student academic progress data
 - subgroup or content specific growth or status scores
 - attendance, graduation rates
 - course enrollments, completion
 - other measures of significance
 - SURVEY data from parents, teachers, students

PROPOSED ADE MODEL 4/30/12

INSTRUCTIONAL LEADERSHIP – 50% - 60 points

Standard 1	Shared Vision	(15)
Standard 2	Learning/Instruction	(15)
Standard 3	Management	(10)
Standard 4	Family/Community	(10)
Standard 5	Professionalism	(5)
Standard 6	Societal Outreach	(5)

PROPOSED ADE MODEL 4/30/12

OTHER-WILL BE SURVEY DATA – 17% - 20 points

The ADE Model for Measuring Educator Effectiveness for both principals and teachers will use survey data for 17% of the evaluation outcome. For principals the survey will be conducted with:

- Teachers
- Parents (only one per family in the school)
- Students

The number of questions on the surveys and the specific content of those questions will assist in determining the assignment of points across the three respondent groups. At this time that information is not available

A request for proposals has been issued by ADE. They are awaiting the responses from the various companies that provide this service.

PROPOSED ADE MODEL

4/30/12

STUDENT ACADEMIC PROGRESS – 33% - 40 points

A minimum of 2 student academic progress goals will be designated. These goals are dependent upon the data available for the school, and will vary based on grade level and the assessment program in place in the LEA.

If AIMS data is available it must be used. Other school-wide data will also be used. The distribution of points across the data sources will be determined by the LEA or between the principal and the supervisor.

AND THERE IS MORE...